

PROPOSED 2019-20 SCHOOL SITE BUDGET

School: Golden State Prep

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Measure N	\$281,350.00	\$281,350.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Measure G	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$0.00	\$0.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Atlantic Philanthropies	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$28,800.00	-\$28,800.00	California Partnership Academy	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
\$0.00		Continue regular meetings of the School Site Council. Ensure that Linked Learning explicitly shows up on the agendas for the SSC at least once per semester in 19-20	Schoolwide Enabling Conditions						Building the Conditions	Golden State Prep-1
\$0.00		Continue leveraging Support Staff for EOY Exhibitions & WBL Opportunities by including them in the planning and implementation at each grade level.	Schoolwide Enabling Conditions						Building the Conditions	Golden State Prep-2
\$0.00		Incorporate Beginning of the Year PD in Linked Learning for the Whole Staff that includes the roll-out of the full year course sequence	Schoolwide Enabling Conditions						Building the Conditions	Golden State Prep-3

\$0.00		Continue to refine interdisciplinary projects by including them on the Scopes and Sequences at the beginning of the year and work to ensure that they include 3-4 content areas	Rigorous Academics	Goal 5: Students are engaged in school every day.				NA	Rigorous Academics	Golden State Prep-4
\$0.00		Implement integrated EL Instruction across all classes and contents.	Rigorous Academics	Goal 4: English Learners are reaching fluency.				NA	Rigorous Academics	Golden State Prep-5
\$0.00		Spend summer time and resources in finding/designing model integrated projects that will serve as a launch point in Fall of 2019	Rigorous Academics	Goal 5: Students are engaged in school every day.				NA	Rigorous Academics	Golden State Prep-6
\$0.00		Create and publicize flyer to recruit supports/build connections with professionals in the community	Work-Based Learning					NA	Work-Based Learning	Golden State Prep-7
\$0.00		Use the 18-19 EOY Exhibition experiences to plan for 19-20, starting in the fall semester	Work-Based Learning					NA	Work-Based Learning	Golden State Prep-8
\$0.00		Provide at least one WBL opportunity tied to the EOY Exhibition at least once per quarter for 100% of all students	Work-Based Learning					NA	Work-Based Learning	Golden State Prep-9
\$0.00		Continue to leverage the advisory board partnership with BUILD for insight, recommendations, and best practices with pathway design	Work-Based Learning					NA	Work-Based Learning	Golden State Prep-10

\$0.00		Add integrated EL supports to 100% of content areas by Fall of 2020 (will require staff training in Fall 2019)	Comprehensive Student Supports					NA	Comprehensive Student Supports	Golden State Prep-11
\$0.00		Continue to refine/align discipline policies and practices such that we can eliminate suspension/absence disparities for AA students and students with IEPs	Comprehensive Student Supports					NA	Building the Conditions	Golden State Prep-12
\$0.00		Continue to train/coach teachers in Tier 1 Instructional Practices so that their classrooms are stable and thriving	Comprehensive Student Supports					NA	Building the Conditions	Golden State Prep-13
\$12,000.00	Measure N	Continue to fund our Work Based Learning Exhibitions Lead Stipends (9-12th grade) to develop and lead the year long interdisciplinary projects aligned to the WBL Continuum. 1 leader per grade level = 4 total leads @ \$3,000/piece.	Work-Based Learning	Goal 5: Students are engaged in school every day.				NA	Work-Based Learning	Golden State Prep-14
\$45,000.00	Measure N	Continue to fund our Community Culture Coordinator (0.5 FTE), (started in 2016-2017 with Measure N Funds) This position has been vital in support our school culture and building the conditions necessary for successful Linked Learning	Comprehensive Student Supports					0.50	Comprehensive Student Supports	Golden State Prep-15

\$62,000.00	Measure N	Continue to fund our expanded Student Support Manager role in HS (started in 2016-2017 with Measure N funds). This staff member has a caseload of our most struggling high school students. He/she meets regularly with these students providing both in-class supports, SEL support, and post-high school career planning support.	Comprehensive Student Supports					1.00	Comprehensive Student Supports	Golden State Prep-16
\$4,500.00	Measure N	Continue to fund our partnership with ScriptEd which supports our 10th Grade Entrepreneurship 102 course. ScriptEd is an organization that provides 2-5 coders on campus twice a week to teach coding/computer skills to our students which is part of our 10th Grade Course: Financial and Technological Literacy. Students turn around and use these skills to support their business visions/plans. ScriptEd also provides students with Job Site Visits throughout the year to workplaces such as Lyft and Pixar so students can see how their technological skills could be applied.	Rigorous Academics	Goal 1: Graduates are college and career ready.	9170			NA	Career Technical Education	Golden State Prep-17

\$7,000.00	Measure N	BUILD (10th Grade Program Extension); Prior to Measure N, we were only able to serve 1 cohort of 10th graders in the optional Year 2 of BUILD that occurred outside of school hours. We will use Measure N funds to expand the capacity to include 2 cohorts of students instead of 1. The full BUILD Partnership is \$17,000; This \$7,000 is a stipend we pay a GSP Staff Member to teach/lead the BUILD Cohort. BUILD provides the professional development and experiences that this staff member implements. This position is stipended because it takes place after school hours (Thursday PMs)	Rigorous Academics	Goal 5: Students are engaged in school every day.	9170		10th Grade BUILD Staff	NA	Career Technical Education	Golden State Prep-18
\$25,000.00	Measure N	Continue to fund our expanded Dual Enrollment opportunity began in 18-19: 12th grade course in Intercultural Communication; taught on-site by Bret Alderman, PhD. (0.4 FTE)	Rigorous Academics	Goal 1: Graduates are college and career ready.	9170		Teacher	0.40	Career Technical Education	Golden State Prep-19
\$35,000.00	Measure N	Continue to pay for 1 GSP Staff to facilitate pathway related dual enrollment programs (likely online) for Juniors/Seniors; (0.4 FTE);	Rigorous Academics	Goal 1: Graduates are college and career ready.	9170		Teacher	0.40	Career Technical Education	Golden State Prep-20

\$40,000.00	Measure N	Hire an Art Entrepreneurship Teacher to develop and teach the 3rd pathway course in our sequence (0.6 FTE)	Rigorous Academics	Goal 1: Graduates are college and career ready.	9170		Teacher	0.80	Career Technical Education	Golden State Prep-21
\$50,850.00	Measure N	To pay for an Entrepreneurship 102 Teacher for 10th graders as the second course of our CTE Sequence (0.6 FTE)	Rigorous Academics	Goal 5: Students are engaged in school every day.	9170		Teacher	0.60	Career Technical Education	Golden State Prep-22
\$300.00	Title I: Basic	Continue to implement brown bag lunches (at least twice per quarter) to provide students face time with industry professionals	Work-Based Learning					NA	Work-Based Learning	Golden State Prep-23
\$500.00	Title I: Basic	Implement 2nd annual GSP Career Fair (Feb 2020)	Work-Based Learning					NA	Work-Based Learning	Golden State Prep-24
\$3,000.00	Title I: Basic	Arrange visit (subs/travel/lodging) for 2-5 staff to at least one model school with an Entrepreneurship Pathway to see/learn best practices.	Rigorous Academics	Goal 1: Graduates are college and career ready.				NA	Career Technical Education	Golden State Prep-25
\$10,000.00	Title I: Basic	Continue to fund our Break School structure in which students who are struggling academically come onto campus during break to receive focused small group instruction in the classes they are struggling with.	Comprehensive Student Supports					NA	Comprehensive Student Supports	Golden State Prep-26

Action Research	ASPIRE Golden State College Preparatory Academy
School:	ASPIRE Golden State Prep
Pathway/s:	Entrepreneurship Pathway
Outcome Data	Embedded throughout
Top 5 Measure N Funding Commitments	<ol style="list-style-type: none"> 1) Adding 11th Grade Pathway Course in Art Entrepreneurship (funding for teacher and course development) 2) Continue to fund the integral pathway and student support staff members 3) Continued Staff Stipends for Distributed Leadership 4) Continue staff stipends for Integrated Project development (tied to WBL continuum) 5) Continue new/expanded partnerships with BUILD & ScriptEd
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	<p>How do we institutionalize the pathway so that it outlasts the presence of certain staff and individuals?</p> <p>How do we better ground in the pathway at the beginning of the year so that students see cross-curricular connections even more often?</p> <p>(Carried over from 2018-2019) How do we ensure that our graduates leave GSP with a marketable skillset that will lay a foundation for success in both college and career?</p>
What did you discover in the past year? (Please use data to support.)	<ul style="list-style-type: none"> -Our staff continues to be excited and engaged in the work (89% of ALL Staff (6-12) agreed or strongly agreed that they are excited about Linked Learning @ GSP with 75% Strongly Agreeing); this year 100% of our HS Staff are involved in some aspect of an integrated project -Students are excited about a course sequence in Entrepreneurship and often make connections between their 9th and 10th grade years that we hadn't seen before. -Our staff need more support/scaffolding with designing and implementing integrated projects about Entrepreneurship. -There is a lot of energy about the 6 entrepreneurial skills. All grade levels 6-12 have incorporated at least 2 of the 6 skills in their rubrics for the end of year projects.
What are you going to do differently or change moving forward?	<ol style="list-style-type: none"> 1) We are going to build out a clearer Linked Learning Scope and Sequence (before the year starts) so as teachers plan, integrated projects are a fore thought instead of an after thought 2) Begin the year with experiences tied to the EOY Exhibition (instead of waiting to get started until Semester 2) 3) Add a third year course sequence where students get to apply their entrepreneurial mindset to a new arena (an art show) 4) Continue conversation with Peralta schools about developing the certificate of proficiency in Entrepreneurship as part of what seniors graduate from GSP with 5) Better market the pathway by adding it to our school uniform and environmental print in every classroom

How do you anticipate this will improve Measure N outcomes for your students moving forward?

- 1) By having a 3rd year course, our juniors will start to see how we are redefining their high school experience by having a clear through line from their freshmen through their junior year.
- 2) Fewer students will leave GSP when they experience the cohesive and innovative program that we are offering students
- 3) More clearly defined integrated projects that combine more than 1 subject with entrepreneurship will help students see relevance and connections more often

2019-20 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions

Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose ""Paste special,"" and select ""Paste values only."" You can now edit the text directly.

School: ASPIRE Golden State College Preparatory Academy

School Description

Aspire Golden State College Preparatory Academy is a 6-12 charter school serving 571 students in East Oakland. It is located at 1009 66th Ave and is part of the Aspire Public Schools charter network. As a College for Certain school, all students are required to meet A-G requirements and be accepted to a four-year university in order to graduate. Golden State Prep has an Early College High School Program that allows students to enroll in 15 credits of colleges that are required for graduation. Golden State Prep is in the process of shifting its focus in order make sure that all students are prepared to succeed in college and that they are well positioned for meaningful careers. For some students, the pathway to success may be through a community college, technical training or career.

School Mission and Vision

Aspire Golden State College Preparatory Academy is focused on getting students to and through college. The mission of Aspire Public Schools is "College for Certain" and Golden State Prep upholds that mission. As we continue to grow as a school, we are also exploring options to offer students more choice in their coursework and their post high school plans. A cornerstone of our school is that all students feel connected to school through meaningful relationships with staff, peers and curriculum. Our vision is that all of our graduates are prepared to enter the world and contribute positively to their community. We are seeking to prepare students through an entrepreneurship pathway that has a theme of community activism. Students will develop 21st century skills and competencies through entrepreneurship, and they will use these skills towards projects that work to improve the surrounding community. By the end of 12th grade, students will demonstrate the six entrepreneurial core competencies (Innovation, Critical Literacy, Fortitude, Risk Taking, Reflection, and Initiative) through their senior capstone project, a community-based action research project. Students will begin to develop these core competencies as 9th graders through their First Year Experience course, our partnership with BUILD, and their 9th grade Ethnic Studies/Critical Literacy course.

1B: 19-20 NEEDS ASSESSMENT

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	Consistent 90%+ adjusted graduation rate.	One challenge is losing students prior to senior year (for a variety of reasons). One focus is to leverage our student led conferences and exhibitions to talk more often about what students want to do after high school and how their current grades either support or detract from that path.

On Track to Graduate (11th Grade)	While many of our juniors are credit deficient, the new measure N structures of Break School and Summer School have been incredibly helpful in supporting these scholars with either supporting their current grades or offering opportunities to retake their classes	The current 11th grade class is particularly challenging. They arrived in 11th grade more credit deficient than any 11th grade class in recent history @ GSP. We are still working to figure out how to best support them.
A-G Completion	Given that A-G Completion is a graduation requirement, we continue to be proud of the fact that 90%+ of our graduating class graduate having completed 100% of their A-G courses	What's not captured are the students we lose between 9-12th grade. Focusing on retaining and supporting this students is focus area for 19-20.
SBAC ELA	Despite the dip, the 17-18 scores are still much higher than 15-16 (51%) or 14-15 (43%)	11th Grade SBAC dipped from 66% (16-17) to 60% (17-18). A piece of that was onboarding a new 11th Grade ELA teacher.
SBAC Math	Solid increases in 11th grade Math SBAC from 29% to 34%. One of our Deans took over a cohort of 11th grade math this year and we are hopeful for an increase yet again. We were able to retain both of our HS Math Teachers from 17-18 to 18-19 which was also a definite strength.	This year we did not find a third HS math teacher so we asked the two we had to take on an additional prep. While they are both strong teachers, these extra preps have been taxing and cost some overall effectiveness. We are looking to fill a 3rd High School math position for 19-20.
AP Pass Rate/Dual Enrollment Pass Rate	In 18-19 we are piloting AP Spanish with 34 seniors (in addition to our consistent offerings of AP ELA & APUSH	Fewer juniors came in this year with the requisite skills to access AP English - we anticipate a dip in the pass rate as a result.
Pathway Participation/CTE Enrollment*	100% of 9th-10th grade students are enrolled in the Pathway. We are on track to having 100% of 9th-11th be enrolled in the Pathway next year.	There have been no challenges yet with Pathway Participation or CTE enrollment
English Learner Progress	Students were RFEPd at a significantly higher rate this year than last showing that more of our ELL students are gaining mastery of English	We still don't have structured EL supports nor PD for teachers on how to support them. We are looking forward to shifting this for 19-20 by training and implementing integrated EL supports in all content areas
Suspension Rate	We have seen decreased disproportionality for our black scholars. The disproportionality has decreased from 11.8% in 17-18 to currently under 6% in 18-19	Our suspension rate has climbed this year from 7.6% to 9.4% (so far). We are seeing an uptick in suspendable behaviors (particularly fights and drugs). One contributing factor was losing our AP of Culture in first quarter. For 19-20, we are prioritizing rebuilding out and codifying our culture systems for next year as well as increasing investment in the SEL initiatives.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Ultimately our goal is that 100% of our scholars graduate from High School. (NOTE: This is the adjusted graduation rate from the CDE)	All Students	93.00%	95.00%	95.00%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Dropout Rate	Similar to above, our goal is that 0% of students drop out -- instead the hope is that they either opt to continue @ GSP or pursue education elsewhere.	All Students	6.00%	4.00%	2.00%	Increase support for students that are most disconnected to school and struggling academically and behaviorally
A-G Completion Rate	100% of our students who graduate will have completed A-G requirement unless their IEP specifies a different graduation pathway	All Students	93.00%	95.00%	95.00%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support

FAFSA Completion Rate	Our goal is that 100% of students have completed the FAFSA during their senior year	All Students	95.00%	98.00%	95.00%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
College Enrollment	Our goal is that 100% of students have articulated plans to attend a 2 or 4 year institution (or alternative program such as Year-Up)	All Students	64.00%	65.00%	70.00%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Grade 10 Pathway Participation	100% of students participate in the pathway	All Students	100%	100.00%	100.00%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Our goal is that students respond favorably to the statement: "Overall, how much do you feel like you belong at your school?" Favorable responses include either: belong quite a bit or belong completely.	All Students	46.00%	50%	60.00%	Increase support for students that are most disconnected to school and struggling academically and behaviorally
Suspensions	Our goal is to eliminate disproportionality between black/latino students who are suspended. In 17-18, black students were suspended at a rate 11.8% higher than their non-black peers.	African-American Students	11.80%	6.00%	4.00%	Increase support for students that are most disconnected to school and struggling academically and behaviorally
Suspensions	Our goal is to eliminate disproportionality between SPED/non-SPED students who are suspended. In 17-18, SPED students were suspended at a rate 5% higher than their non-SPED peers.	Students with Disabilities	12.30%	10.00%	6.00%	Increase support for students that are most disconnected to school and struggling academically and behaviorally
Chronic Absence	Our goal first is to have a chronically absent rate below 10% for all populations. The %'s shown here are the % of our African American students who are chronically absent.	African-American Students	18.50%	10.00%	8.00%	Increase support for students that are most disconnected to school and struggling academically and behaviorally

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC (11th Grade)	Increase overall distance from standard (new metric from the state that helps measure progress for all students)	All Students	17	25	30	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
ELA SBAC (11th Grade)	Increase overall proficiency rates on 11th Grade ELA SBAC	All Students	60.3%	62%	65%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
ELA SBAC (11th Grade)	Dramatically increase DFS for ELL Students	English Learners	-68	-50	-35	Increase support for students that are most disconnected to school and struggling academically and behaviorally

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC (11th Grade)	Increase overall distance from standard (new metric from the state that helps measure progress for all students)	All Students	-53	-45	-40	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support

Math SBAC (11th Grade)	Increase overall proficiency rates on 11th Grade Math SBAC	All Students	33.8%	35%	38%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Math SBAC (11th Grade)	Dramatically increase DFS for ELL Students	English Learners	-125	-110	-95	Increase support for students that are most disconnected to school and struggling academically and behaviorally
District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Our goal is that as many students as possible become RFEPd each academic school year	English Learners	16.5% RFEPd	25% RFEPd	30% RFEPd	Increase support for students that are most disconnected to school and struggling academically and behaviorally
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Does not apply at our site	All Students				
SRI Multiple Years Below Grade Level	Does not apply at our site	All Students				

School: ASPIRE Golden State College Preparatory Academy

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Over the course of this year, pathways have become a central part of the vision and mission for our high school as a whole. The school site leaders have consistently demonstrated that throughout this year in presentations to the staff as well as planned presentations to parents as part of the EOY Exhibitions. As we continue to build out our pathway, and the students enrolled, the Entrepreneurship Pathway is becoming the central strategy for school improvement across high school. We have had consistent administrator focus on the Linked Learning Pathway for two-years now and are seeing how having focused consistent admin is a key lever for systemic change.	As a 6-12, our Linked Learning Pathway continues to focus on the 9-12 experience which leaves out nearly half of our staff. As we improve linked learning 9-12, the hope is to take best practices into 6-8 so it can feel like a school-wide initiative instead of simply a high school one.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	School leaders at GSP have done significant work this year to align systems and structures around the Measure N work. In the span of 2 year we have gone from a school with a lack of clarity on what Linked Learning was to a school in which 100% of staff are directly involved and 90%+ support the initiative.	Given our new principal this year, we did not have a clear Linked Learning implementation calendar ready in August. We are committed to having a clear calendar this year so that the connections are mapped out earlier and more clearly for the entire school community.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Once again, pathways are the core driver for our 9th and 10th grade scholars and for piloting new experiences for 11th/12th grade Scholars. Now that we have aligned on the 6 Entrepreneurial skills, leaders are constantly looking for ways to incorporate these skills into projects, curriculums, conversations with students/families etc.	Given new members of the admin team this year, we are still all building our collective understanding of Linked Learning and what a successful pathway looks like. We need to spend more time as school leaders looking for models of Entrepreneurship Pathways and seeing what we can replicate @ GSP
School Leadership & Vision Goal for 2019-20:		The Pathway Lead & Admin Support are designing a comprehensive calendar to be rolled out to staff in August that includes all of the pathway aligned experiences for students and families. This will help make sure that grade level teams are aligned on integrated project and WBL experiences. The hope is that after 19-20 the pathway no longer rests on the presence of a few staff members but becomes a collective responsibility. We will take the 19-20 year to build out the traditions/experiences for our 9th-11th graders such that they are embedded into the fabric of the school and what students come to expect from GSP.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	At this point 100% of our HS staff are involved in an aspect of our pathway work. All support staff are integrated into the EOY Exhibitions which are interdisciplinary and combine the 6 Entrepreneurial Skills with the WBL continuum.	Our roll out was mostly focused on the 9th and 10th grade team at the beginning of year. We recognize that it will be vital that we roll it out more deeply to the full school at the start of the year. SPED staff are deeply connected to work based learning, we need to work on deeper connection into the academic work within entrepreneurship.

<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	3: Mostly	<p>Our admin team and instructional lead team have a shared understanding of the school's goals. They see themselves as contributors and supporters of Pathway Development. Our teacher leaders have taken a deeper roll in designing interdisciplinary projects and in helping lead their teams in that work. Students are also consulted often about the future of the pathway and the building out of the School Store which will serve as one of the main projects of the 10th Grade Entrepreneurship Curriculum.</p>	<p>We need to incorporate more voices of parents in the context of pathway development.</p>
<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	3: Mostly	<p>We have worked hard this year to broaden the stakeholders that make decisions. Our lead team is much more representative of our student population and we have launched our SSC. We have leveraged our partnership with BUILD to include more industry partners in an advisory role. We need to work to have Linked Learning be the central part of the agenda more often.</p>	<p>The structures for decision making exist and are more inclusive than in years past. We still need to work to make sure that Linked Learning is on top for those groups more often throughout the year.</p>
<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	4: Completely	<p>The Master Schedule continues to support our Measure N work. Our Master schedule allows for all students to receive Entrepreneurship 101 (9th grade) and Entrepreneurship 102 (10th grade). We will ensure that it allows all students to access Art Entrepreneurship. It also allows for weekly collaboration time for pathway teams. Our budget shifts made this year also align to the school's mission/vision of distributed leadership. We continue to have many tipended positions within our budget to build out pathway components and distribute leadership.</p>	<p>We had budgeted money for more staff externships and staff professional development but were unable to use them outside of the Linked Learning convention. We look forward to finding more opportunity for professional learning in 19-20.</p>
<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	4: Completely	<p>Equity has been one of the long held values @ GSP and is one of our 6 core values. Since our work on Measure N we have been committed to make sure that ALL students have access to the rigorous integrated academics, work-based learning, and CTE. While we know that achievement disparities continue to persist for our African American scholars, our EL's, and our students with disabilities we have taken intentional steps this year to address the gaps. For African American scholars we are continuing conversations with our home office about how to alter our enrollment practices so that our school better reflects our community, we are adding in purposeful opportunities for our black staff and scholars to be in community with each other, we have build a lead team of diverse voices. For our EL's we started ELAC in 17-18 and are building out integrated EL supports in 19-20. For our students with disabilities we have started conversations on re-thinking our SPED model to better support scholars at all grade levels. For all of these subgroups, they are included at every level in our linked learning experiences and we are committed to ensuring that that is always the case.</p>	<p>As identified, our AA students, EL students, and students with disabilities continue to underperform their peers. While we have started important conversations about each of these groups, we have a lot to do in terms of action. Our strategies for 19-20 include: (a) Adding Integrated EL supports to every academic class 6-12 (b) Work to assign each SPED teacher 1 grade level (as opposed to 2-3) so that they can prioritize one grade span of content and one group of students and provide more consistent support (c) Train the staff on effective strategies for EL Learners during Department Time and Full-Staff PD</p>

Systems & Structures Goal for 2019-20:

The goal of 19-20 is to make sure that the systems and structures that are built are sustainable beyond individual staff members. We hope to institutionalize many of the events, projects, and courses that we have piloted and plan to roll out a clear HS wide scope and sequence in August so that all stakeholders understand how/when/where/why Linked Learning will show up across the campus.

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Continue regular meetings of the School Site Council. Ensure that Linked Learning explicitly shows up on the agendas for the SSC at least once per semester in 19-20		\$0.00					Building the Conditions	Schoolwide Enabling Conditions	
Continue leveraging Support Staff for EOY Exhibitions & WBL Opportunities by including them in the planning and implementation at each grade level.		\$0.00					Building the Conditions	Schoolwide Enabling Conditions	
Incorporate Beginning of the Year PD in Linked Learning for the Whole Staff that includes the roll-out of the full year course sequence		\$0.00					Building the Conditions	Schoolwide Enabling Conditions	
Provide stipends for leadership positions at each Grade Level and Department (6-12) to help ensure distributed leadership throughout the school	Title I: Basic	\$15,000.00						Schoolwide Enabling Conditions	

RIGOROUS ACADEMICS & CTE

School: ASPIRE Golden State College Preparatory Academy

[Link to 2018-19 SPSA](#)

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	3	3+	Our Pathway theme has been vetted by students, staff, families, and industry partners through BUILD. We have taken steps this year to ensure that it aligns with CTE standards and know, based on the successes of BUILD and the applicability of an entrepreneurial mindset that it appeals to a broad diversity of students, regardless of their post secondary aspirations. This year we have been in conversations with BUILD more often and leveraged the expertise of their advisory board to make sure that our courses and students experiences are on track to prepare students for the work force. The goal for next year will be to make these reviews more regular.
Integrated Core	1	2+	2+	Our Program of Study continues to integrate some technical and academic coursework across subject areas at each grade level. By the end of this year, all students 9-12 will have seen integration in their EOY project between their core academic subjects and the entrepreneurial skillset. Teachers have also investigated and aligned some of their course work to the CTE standards. While it is not yet a majority of the coursework the score is 2+ because all students, regardless of prior academic achievement, have the opportunity to meet A-G requirements. We will continue to fund and support integrated projects to be planned and implement during the 19-20 school year and are spending time this summer finding models of great schools already doing that work.
Cohort Scheduling	1	3	3+	All pathway students continue to participate as a cohort in the pathway's academic and technical courses (despite various interventions and other supports). All of our grade level teams have a week common prep in which they can discuss projects, opportunities for collaboration, and student supports. We have flexible methodologies and flexible use of class time across most classes that allow for the incorporation of project based learning.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	1	3	3	Our EOY Exhibitions for 9th-12th grade involve the design and public defense of high-quality integrated projects. All projects are aligned to the WBL continuum and at least 2 of the 6 entrepreneurial skills. Additionally, the majority of pathway teaching and learning continues to be student-centered and includes a mixture of standards and problem based learning that aligns with the Pathway theme. Integrated projects throughout the year have forced students to think critically and to make connections across their classes.
Collaborative Learning	1	3-	3	All pathway teachers ensure that all students have daily activities that require them work in heterogeneous pairs or groups. We provide individualized coaching for teachers that supports collaborative learning. We have also implemented our SEL curriculum, RULER, to support students with naming their emotions and conflict management. We are continuing to learn and refine best practices for differentiation.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)

Sharing Best Practice	2+	3-	3-	Our pathway teachers share lessons, resources, and best practices to improve their instructional practice. They also receive feedback and coaching from their team or direct supervisor. Our pathway teacher is teaching more classes this year so students are receiving high quality CTE experiences but this leaves less time for observation and support. We are looking for ways to increase this next year by providing more models of effective integrated projects.
Collaboration Time	1	3	3	Our pathway teachers continue to have weekly grade level time in which they use effective meeting processes and distribute leadership responsibilities. No one pathway teacher owns all of the projects or work, every project is led and supported by a variety of various staff members and administrators. 4 leaders (one at each grade level) have stipended positions to support the project development.
Professional Learning	1	2	3	Every department at GSP has leveraged frequent data cycles this year to analyze student work, look for misconceptions, and develop re-teach plans. The data used has included both standardized assessments and other performance based metrics. Staff also attended the Linked Learning Conference for the second year. Teachers are struggling to develop their own integrated projects. To that end, we are working to find, leverage, and use resources that specifically relate to our Entrepreneurship Pathway and to look for schools that we can send staff to to see that work in action.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
This year, we focused on launching the 2nd year CTE aligned course for our sophomores and increasing staff efficacy with understanding entrepreneurship and WBL and using those understandings to implement integrated projects	Fully Implemented	Somewhat Effective	Our 10th grade cohort (first in the pathway) is showing incredible initiative in their school community and leveraging their entrepreneurial skills to have a broader impact -- from launching our school store, to developing their own high school yearbook business, to developing a 2-year project plan for their own senior trip, to participating in Hack-A-Thon events with their skills from ScriptEd, they are showing their identity as entrepreneurs in a way that we haven't seen before. 100% of staff can now name the 6 entrepreneurial skills and 100% of staff are incorporating at least 3 of these skills into their rubrics for the EOY Capstone projects. The integrated projects this year focused on integrating one content at a time with entrepreneurship -- we are excited to expand that integration based on resources found through the Linked Learning conference and other supports.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC (11th Grade)	Continue to work to lower the Distance from Standard every year by at least 5 points.	All Students	-53	-45	-40	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support

Math SBAC (11th Grade)	Increase 11th Grade Math Proficiency overall; at least 3% each year.	All Students	33.8%	37%	40%	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Math SBAC (11th Grade)	Increase DFS for students with IEPs to show overall progress in that subgroup	Students with Disabilities	-125	-110	-95	Increase support for students that are most disconnected to school and struggling academically and behaviorally
Standards Based Instruction/ Project-Based Learning	Over the course of the year, students experience at least 1 integrated project per quarter that is centered around entrepreneurship and combine more than 2 subjects	All Students	1 project/year	2 projects/year	4 projects/year	Increase support for students that are most disconnected to school and struggling academically and behaviorally
Career Technical Education Sequence	Have strong 3-year course sequence for 100% of scholars in their Freshmen through Junior Years. Students should see the connections between the years through common vocabulary, skills, and opportunities for reflection on growth.	All Students	1 year course	2 year sequence	3 year sequence	Increase opportunities for students to be independent learners and thinkers, while providing an appropriate amount of teacher scaffolding and support
Graduate Capstone/ Culminating Experience	By 2020-2021 have strong Senior Portfolio Project that builds off the EOY experiences from 9th-11th grade, incorporates the 6 entrepreneurial skills, and provides students will access to WBL opportunities/experiences	All Students	Senior Portfolio did not incorporate Entrepreneurship or WBL Continuum	Senior Portfolio incorporated SOME entrepreneurial skills and some aspects of WBL continuum but was not vertically aligned.	Vertically aligned capstone project that incorporates Entrepreneurship & WBL	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students
Course Passage Rates	90% of students pass every course by the end of each semester	All Students	80%	82%	85%	Create clear grade level promotion criteria and a grading policy that allows teachers and students to understand student mastery and the steps that students can take to reach grade-level expectations

THEORY OF ACTION

Theory of Action	<p>2 Theories:</p> <p>CTE: When we give students access to a third CTE course that allows them to apply their Entrepreneurial Skills to Art they will see firsthand a possible application of their skillset and better be able to verbalize how their entrepreneurial mindset and skillset sets them up for future success.</p> <p>RA: When teachers have a collective understanding of the how, when, what, and why of integrated projects students and staff will see increased connections and relevance of their learning experiences. To that end, when we start the year with integrated projects outlined from both a content and timing perspective, teachers can better plan for their incorporation and they are more likely to be added to the annual traditions and structures of the school year. At the start, teachers will need significant modeling so that they understand (a) what we mean by entrepreneurial skills and (b) how to successfully implement PBL that crosses class content. Summer planning time will need to be spent to find/plan for rigorous integrated projects.</p>
How are you supporting English Language Learners?	In the 19-20 school year we are adding integrated EL supports to 100% of classrooms and content for the first time. This integrated EL instruction will give our staff a clearer understanding of how to accommodate for our EL learners and ultimately give our EL learners additional access to content.
How are you building conditions for students and adult learning?	<p>(1) Investing summer time and resources into finding/making integrated projects so that teachers can initially focus on implementation (instead of design and implementation)</p> <p>(2) Prioritizing school visits to high-performing entrepreneurship pathways in California</p>

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Hire an Art Entrepreneurship Teacher to develop and teach the 3rd pathway course in our sequence (0.6 FTE)	Measure N	\$40,000.00	9170		Teacher	0.80	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
To pay for an Entrepreneurship 102 Teacher for 10th graders as the second course of our CTE Sequence (0.6 FTE)	Measure N	\$50,850.00	9170		Teacher	0.60	Career Technical Education	Rigorous Academics	Goal 5: Students are engaged in school every day.
BUILD (10th Grade Program Extension); Prior to Measure N, we were only able to serve 1 cohort of 10th graders in the optional Year 2 of BUILD that occurred outside of school hours. We will use Measure N funds to expand the capacity to include 2 cohorts of students instead of 1. The full BUILD Partnership is \$17,000; This \$7,000 is a stipend we pay a GSP Staff Member to teach/lead the BUILD Cohort. BUILD provides the professional development and experiences that this staff member implements. This position is stipended because it takes place after school hours (Thursday PMs)	Measure N	\$7,000.00	9170		10th Grade BUILD Staff	NA	Career Technical Education	Rigorous Academics	Goal 5: Students are engaged in school every day.
Continue to fund our expanded Dual Enrollment opportunity began in 18-19: 12th grade course in Intercultural Communication; taught on-site by Bret Alderman, PhD. (0.4 FTE)	Measure N	\$25,000.00	9170		Teacher	0.40	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Continue to pay for 1 GSP Staff to facilitate pathway related dual enrollment programs (likely online) for Juniors/Seniors; (0.4 FTE);	Measure N	\$35,000.00	9170		Teacher	0.40	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

Continue to fund our partnership with ScriptEd which supports our 10th Grade Entrepreneurship 102 course. ScriptEd is an organization that provides 2-5 coders on campus twice a week to teach coding/computer skills to our students which is part of our 10th Grade Course: Financial and Technological Literacy. Students turn around and use these skills to support their business visions/plans. ScriptEd also provides students with Job Site Visits throughout the year to workplaces such as Lyft and Pixar so students can see how their technological skills could be applied.	Measure N	\$4,500.00	9170			NA	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Arrange visit (subs/travel/lodging) for 2-5 staff to at least one model school with an Entrepreneurship Pathway to see/learn best practices.	Title I: Basic	\$3,000.00				NA	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Continue to refine interdisciplinary projects by including them on the Scopes and Sequences at the beginning of the year and work to ensure that they include 3-4 content areas		\$0.00				NA	Rigorous Academics	Rigorous Academics	Goal 5: Students are engaged in school every day.
Implement integrated EL Instruction across all classes and contents.		\$0.00				NA	Rigorous Academics	Rigorous Academics	Goal 4: English Learners are reaching fluency.
Spend summer time and resources in finding/designing model integrated projects that will serve as a launch point in Fall of 2019		\$0.00				NA	Rigorous Academics	Rigorous Academics	Goal 5: Students are engaged in school every day.

WORK-BASED LEARNING

School: ASPIRE Golden State College Preparatory Academy

[Link to 2018-19 SPSA](#)
WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	3	3+	Every student continues to have a personalized 3 or 4-year sequence of experiences following the WBL continuum. Our 9th graders build career awareness through weekly advisory lessons and incorporation of career exploration into their EOY Exhibition. Our 10th graders continue career exploration with an EOY Job Shadowing opportunity. Our 11th/12th graders will experience an intensive career training/preparation experience through seeking and applying for summer programs. We are collaborating with BUILD and ScriptEd to build out these experiences and ensure they are aligned with the guidance and resources from industry and post secondary professionals.
Pathway Outcomes	1	2+	3	We have created a plan and timetable to implement WBL experiences with coursework in at least one technical and two academic subjects per grade level. In terms of outcomes, every grade level has developed a rubric for their EOY project that's aligned to both the WBL continuum and at least 2 of the six entrepreneurial skills that the staff has been trained on.
Pathway Evaluation	1	1	2	We are developing a plan to evaluate our WBL experiences by doing post exhibition surveys with our students as well as with their job shadow/internship placements.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION
What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?
IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We incorporated career awareness through Weekly Advisory structures. The 9th and 10th grade took career surveys and then spent Wednesdays exploring careers related to the most popular CTE Pathways. For the first time, we have stipended a staff member who is our Industry Liaison. He has arranged brown bag lunches and helped support bringing in an engaging entrepreneur to our Town Hall. We are currently enhancing and redesigning our 10th Grade Job Shadow EOY Experience. We are building out a career portion of the 9th Grade EOY Exhibition and planning on piloting internships in the 11th/12th grade with a group of 10-20 students.	Fully Implemented	Not Yet Known	A lot of the work around WBL will be evidenced in students' EOY Exhibitions Based on teacher feedback and student response so far, I anticipate that the impact will be incredibly positive--we just haven't had a chance to see much of it yet. Having said that, for the first time, both students and staff can identify the different CTE clusters and students have had opportunities throughout the year to engage with and explore different careers and opportunities.

IMPLEMENTATION GOALS
Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	Build out our industry partnerships to get professionals on campus engaging with our students more often. Additionally, provide more exposure opportunities to job-sites (not just colleges) so that students can get a real-life sense of post secondary opportunities and experiences.	All Students	4 brown bag lunches, 1 career based speaker; 0 job site visits	1 On-Site Job Fair; 3 job based site visits; 4 brown bag lunches	1 On-Site Job Fair; 4 job based site visits; 6 brown bag lunches	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students

Career Exploration	Incorporate elements of the EOY Exhibitions (that are grounded in the 6 Entrepreneurial Skills and WBL continuum) throughout the year and in classes so that students can see connections between curriculum and career more often.	All Students	10th Grade EOY Exhibitions started in March	9th-12th Grade EOY Exhibitions started in February and were interwoven throughout the semester	All exhibitions start in August/September and are interwoven throughout the year.	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students
Career Preparation	Increase the number of students who participate in EOY Internships and summer programs in 11th and 12th grade. Focus on students at-risk of not graduating as a potentially positive lever to push them towards successful graduation.	Low-Income Students	15 students participate in full internships; no focus students	At least 24 students participate in either multi-week job internships or summer programs.	At least 40 students participate in either multi-week job internships or summer programs.	Develop our work-based learning opportunities to help ensure that the coursework feels relevant for all or almost all students

THEORY OF ACTION

Theory of Action	The more opportunities students have to learn about work and through work, the better. When our students have opportunities to engage with professionals both within the walls of GSP and outside of it, it can spark in them possibilities for their future and provide a sense of both relevance and urgency for their education. By refining our 9th and 10th grade experiences, we are well poised to provide more intensive externship/internship opportunities during students junior/senior year.
How are you supporting English Language Learners?	We are ensuring that 100% of our English learners have the same access and support in taking advantage of the WBL opportunities provided to them. To date, there has been no disparity between ELs and non-ELs in terms of access or success with WBL opportunities.
How are you building conditions for students and adult learning?	By continuing to stipend the leads of the EOY exhibitions we are distributing the leadership and understanding of what it means to truly prepare students for college & career. We will begin planning over the summer so that the WBL components of the year are well mapped out and so that all staff knows their role in making these experiences a success

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Continue to fund our Work Based Learning Exhibitions Lead Stipends (9-12th grade) to develop and lead the year long interdisciplinary projects aligned to the WBL Continuum. 1 leader per grade level = 4 total leads @ \$3,000/piece.	Measure N	\$12,000.00				NA	Work-Based Learning	Work-Based Learning	Goal 5: Students are engaged in school every day.
Create and publicize flyer to recruit supports/build connections with professionals in the community		\$0.00				NA	Work-Based Learning	Work-Based Learning	
Use the 18-19 EOY Exhibition experiences to plan for 19-20, starting in the fall semester		\$0.00				NA	Work-Based Learning	Work-Based Learning	
Provide at least one WBL opportunity tied to the EOY Exhibition at least once per quarter for 100% of all students		\$0.00				NA	Work-Based Learning	Work-Based Learning	
Continue to leverage the advisory board partnership with BUILD for insight, recommendations, and best practices with pathway design		\$0.00				NA	Work-Based Learning	Work-Based Learning	
Implement 2nd annual GSP Career Fair (Feb 2020)	Title I: Basic	\$500.00				NA	Work-Based Learning	Work-Based Learning	

Continue to implement brown bag lunches (at least twice per quarter) to provide students face time with industry professionals	Title I: Basic	\$300.00				NA	Work-Based Learning	Work-Based Learning	
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COMPREHENSIVE STUDENT SUPPORTS

School: ASPIRE Golden State College Preparatory Academy

[Link to 2018-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	1+	4	4	This year we continued our MTSS system that assured that each student is known well. The system put students' academic, personal, and social-emotional needs in one place. We continued to use these data points to tier students and then aligned those tiers with various interventions such as Reading and Math Workshop that were made possible because of our master scheduling shifts. We have a Weekly Behavioral Wellness Team meeting with admin and mental health counselors that met to discuss students who weren't making adequate progress. To help make sure we were all aligned on students supports/needs we continued the use of RyeCatcher as school. In RyeCatcher, all students interventions, referrals, and important documents were captured and shared. In terms of family engagement, we continued our strong tradition of Student Led Conferences and launched formalized SSTs for students who struggled to make academic progress. Our PDs this year have been grounded in both Student and Adult SEL to further support our students' needs.
College & Career Plan	1+	3	3+	Our counselors and families have worked hard to support students in developing their 6-10 year college and career plans. In terms of tools, processes, and activities, we have dramatically increased the tools and experiences this year by adding in a 9th grade career fair as well as the financial planning curriculum for both our 10th grade (taught on-site) and some 12th grade students (taught as an online course). Students have explored loans, scholarships, grants, and personal budgets so that they can be more empowered to assume responsibility over their own future/plan. The EOY Exhibition project will ask all students 9-12 to present their individual college and career plan to staff/families and to show how they intend to make those plans a reality.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Our Community Culture Coordinator and SSM continued to refine their roles and how they support our most at-risk students and staff. Break School was implemented during every extended break.	Partially Implemented	Somewhat Effective	More staff and students attended every iteration of break school (relative to 18-19 baseline). The caseload of students who work with the SSM report feeling more connected and supported at school -- this connection and support hasn't translated to academic success across the board yet. The Community Culture Coordinator has helped restore our Behavior Wellness Team and has facilitated RULER (SEL Curriculum) trainings that was initially funded by Measure N. 100% of students experienced 2 of the 4 RULER tools (the classroom charter and the moodmeter) and there is aligned environmental print across the school.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Conditions for Student Learning (School Climate and Culture)	Continue to develop our systems for Restorative Practices that prioritize restoring relationships, student learning, and logical consequences.	Low-Performing Students	7.6% of students suspended at some point in the year	Less than 5% of students suspended at some point in the year (currently off-track)	Less than 5% of students suspended at some point in the year	Increase support for students that are most disconnected to school and struggling academically and behaviorally
College Access	In 2017-2018 we started PD and developed systems and structures for practice and instruction focused on the ACT. We will build on this work in 2018-2019--continuing to give the Practice ACT semi-annually to both 9th and 10th graders and the actual ACT semi-annually to Juniors. We will devote more PD time to unpacking the ACT and include more goal setting and reflection opportunities with students.	All Students	100% of students take the ACT/Practice ACT in the Fall and 100% of 9-11th take the ACT/Practice ACT in the Spring; 2 ACT focused PD sessions were held	100% of students take the ACT/Practice ACT in the fall; At least 3 ACT focused PD Sessions throughout the year; Action plans implemented in all grade levels and contents in Spring 2019	100% of students take the ACT/Practice ACT in the fall; At least 3 ACT focused PD Sessions throughout the year; Action plans implemented in all grade levels and contents in Spring 2019	Create clear grade level promotion criteria and a grading policy that allows teachers and students to understand student mastery and the steps that students can take to reach grade-level expectations
Differentiated Interventions	HS Student Support Manager will add effective and consistent level of support for our 9-11th graders most at-risk of not graduating. He/she will prioritize student check-ins; goal setting; and progress monitoring with our at-risk students around both their academics and social emotional wellness.	Low-Performing Students	0 HS Students consistently supported by Student Support Manager	HS Student Support Manager will have case load of 8-15 students. By the end of 2018-2019, all 90% of them will be on track to graduate.	HS Student Support Manager will have case load of 8-15 students. By the end of 2018-2019, all 90% of them will be on track to graduate.	Increase support for students that are most disconnected to school and struggling academically and behaviorally

THEORY OF ACTION

Theory of Action	By continuing to have the vital Student Support roles that were started with Measure N funds and the student supports funded through Measure N, break school, we can refine instead of reinvent the wheel. The Community Culture Coordinator and SSM have been vital at stabilizing our culture and reaching some of our most at-risk students. Break School has been a strong support of course passage rates for the students in danger of failing.
How are you supporting English Language Learners?	In the 19-20 school year we are adding integrated EL supports to 100% of classrooms and content for the first time. This integrated EL instruction will give our staff a clearer understanding of how to accommodate for our EL learners and ultimately give our EL learners additional access to content.
How are you building conditions for students and adult learning?	The Community Culture Coordinator and SSM help lead our culture on campus both through their direct interactions with students and through the skills/training they model/provide to staff. We are continuing to work to align our staffs' beliefs about students and how those beliefs show up in our policies and practices. By further aligning on policies and practices we can make sure that we are supporting students in the most effective ways.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Continue to fund our Community Culture Coordinator (0.5 FTE), (started in 2016-2017 with Measure N Funds) This position has been vital in support our school culture and building the conditions necessary for successful Linked Learning	Measure N	\$45,000.00				0.50	Comprehensive Student Supports	Comprehensive Student Supports	

Continue to fund our expanded Student Support Manager role in HS (started in 2016-2017 with Measure N funds). This staff member has a caseload of our most struggling high school students. He/she meets regularly with these students providing both in-class supports, SEL support, and post-high school career planning support.	Measure N	\$62,000.00				1.00	Comprehensive Student Supports	Comprehensive Student Supports	
Continue to fund our Break School structure in which students who are struggling academically come onto campus during break to receive focused small group instruction in the classes they are struggling with.	Title I: Basic	\$10,000.00				NA	Comprehensive Student Supports	Comprehensive Student Supports	
Add integrated EL supports to 100% of content areas by Fall of 2020 (will require staff training in Fall 2019)		\$0.00				NA	Comprehensive Student Supports	Comprehensive Student Supports	
Continue to refine/align discipline policies and practices such that we can eliminate suspension/absence disparities for AA students and students with IEPs		\$0.00				NA	Building the Conditions	Comprehensive Student Supports	
Continue to train/coach teachers in Tier 1 Instructional Practices so that their classrooms are stable and thriving		\$0.00				NA	Building the Conditions	Comprehensive Student Supports	

Engagement Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
<i>Needs Analysis</i>	Mitch Zoelzer, Asst Principal	Lead Team	Staff/Students/Family	All		
<i>Setting Goals for School</i>	Mitch Zoelzer, Asst Principal	Lou Kim, Principal	Admin/ILT	Whole School		
<i>Enabling Conditions and Administration Plan</i>	Mitch Zoelzer, Asst Principal	Lou Kim, Principal	Admin	Whole School		
<i>Measure N Self Assessment</i>	Mitch Zoelzer, Asst Principal	Lou Kim, Principal	Pathway Teacher	Whole School		
<i>Language and Literacy Plan</i>	Lou Kim, Principal	Mitch Zoelzer, Asst Principal	Constance Peinado, ELA Lead	All Staff		
<i>Rigorous Academic and CTE Plan</i>	Mitch Zoelzer, Asst Principal	Lou Kim, Principal	Pathway Leads	Whole School		
<i>Work Based Learning Plan</i>	Mo Foster, Entrepreneurship Teacher	Mitch Zoelzer, Asst Principal	Pathway Leads	Whole School		
<i>Comprehensive students Supports and Counseling</i>	Farris Thomas, Dean of Students	SSMs (lead Bret Alderman)	19-20 ELD Leads Constance Peinado & Alex Congrove	Whole School		
<i>Pathway Planning</i>	Mo Foster, Entrepreneurship Teacher	Mitch Zoelzer, Asst Principal	Admin, Pathway Leads	Whole School		
<i>SSC Approval</i>	Lou Kim, Principal	Sara Ortega, SSC Chair	Entire SSC	All families (parentsquare)		

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
9/15/2018	Pathway Teaching Teams	Shared rationale and overview of site plan for the two teams (9th and 10th) that teach the pathway
10/1/2019	Students	Led Linked Learning lessons in both 9th and 10th grade to share specifics about the Pathway plan and vision, to let students know of the upcoming experiences, and to hear their reflections on the initiative
12/15/2019	Industry Partners	Industry Partners from BUILD met to provide feedback on the core features and experiences of our pathway and to provide feedback on our plans/vision for 19-20
1/15/2019	Faculty & Staff	Convened Linked Learning Visioning as part of launch to Semester 2. Teachers were able to identify the rigorous academic experiences they wanted students to have aligned to the 6 Entrepreneurial Skills identified
2/1/2019	Instructional Lead Team	Led ILT in a review of the WBL continuum and entrepreneurial skills and finalized the expectations for the 18-19 Exhibitions that will serve as a foundation for 19-20 conversations
2/9/2019	SSC	Discussed our LCAP goals including Linked Learning and shared the vision and plan for our Entrepreneurship Pathway in High School. The SSC had an opportunity to provide feedback.
3/1/2019	Future Pathway Teacher & Pathway Leadership	Met with 11th Grade Art teacher to discuss potential redesign of his 11th grade Art course to be aligned with our pathway. Discussed needed resources, pitfalls, and plans for support.

3/8/2019	Behavior Wellness Team	Met with BWT to talk about vision for Student Supports moving forward including how to better integrate the various support positions into the Pathway more explicitly
3/15/2019	Instructional Lead Team	Met with Lead Team to plan out WBL continuum based on plans for the 18-19 Exhibitions. Discussed goals for future exhibitions and experiences throughout that would be helpful throughout the year
3/19/2019	Pathway Leadership	Mo Foster and Mitch Zoelzer attended the Linked Learning Conference in Palm Springs to look for best practices in pathway development and process the feedback from various stakeholders